

Name of adult:

Date:

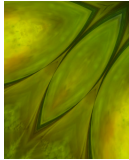
Time:

Observer:

Context:	
Sustained Shared Thinking Strategies Observed	
Observation notes	
Tuning in (Body language, facial expression)	
Genuine interest (Whole attention, nodding, smiling, maintaining eye contact)	
Respecting children's own decisions and choices	
Inviting children to elaborate	
Re-capping	
Clarifying ideas	
Offering own experience	
Suggesting	
Reminding	
Offering an alternative view point	
Using encouragement to further thinking	
Speculating	
Modelling thinking	
Asking open ended questions	



Observation notes	Ofsted - good and outstanding indicators for teaching
	<p>Quality of teaching and progress Almost all children are making rapid and sustained progress.</p>
	<p>Adult expectations Adults have high expectations of all pupils</p>
	<p>Use of assessment information Drawing on excellent subject knowledge, adults plan astutely and set challenging tasks based on systematic, accurate assessment of children's' prior skills, knowledge and understanding.</p>
	<p>Meeting individual needs They use effective/ well judged and often-imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately.</p>
	<p>Enthusiasm & motivation Adults generate high levels of enthusiasm for, participation in and commitment to learning.</p>
	<p>Independence & confidence Teaching promotes high levels of resilience, confidence and independence when they tackle challenging activities.</p>
	<p>Basic skills across the curriculum The teaching of reading, writing, communication and mathematics is highly effective. Time is used very well and every opportunity is taken to successfully develop crucial skills, including being able to use their literacy and numeracy skills in other subjects.</p>
	<p>Adult monitoring, questioning & modifying of tasks Adults regularly listen astutely to, carefully observe and skilfully question groups of children and individuals in order to reshape tasks and explanations to improve learning. They systematically and effectively check understanding throughout the session, anticipating where they may need to intervene.</p>
	<p>Dialogue/feedback Adults assess progress regularly and accurately and discuss assessments with children so that they know how well they have done and what they need to do to improve. Constructive feedback is frequent and of a consistently high quality, leading to high levels of engagement and interest</p>
	<p>Behaviour Children demonstrate positive attitudes towards the adult, their learning and each other. Their good levels of engagement allow sessions to flow smoothly throughout so that disruption is unusual. Adults make every effort to ensure that others learn and thrive in an atmosphere of respect and dignity. Children show very high levels of engagement, courtesy, collaboration and cooperation.</p>

Engaging Qualities Adult Engagement Scale Effective Early Learning Project	Totally engaging qualities	Mainly engaging qualities but some evidence of non-engaging qualities	Neither engaging or non engaging qualities predominate	Mainly non-engaging qualities but some evidence of engaging qualities	Totally non-engaging qualities	Non-engaging Qualities
	Point 5	Point 4	Point 3	Point 2	Point 1	
SENSITIVITY Adult: <ul style="list-style-type: none"> • has a positive tone • makes positive body gestures + eye contact • is warm and demonstrates affection • respects and values the child • gives encouragement + praise • empathises with child's needs and concerns • listens and responds to the child • encourages the child to trust 						SENSITIVITY Adult: <ul style="list-style-type: none"> • has negative tone • is cold and distant • puts the child down, does not respect the child • criticises and rejects the child • does not empathise with child's needs + concerns • does not listen or respond to the child • speaks to others about child as if child isn't there
STIMULATION Intervention: <ul style="list-style-type: none"> • has energy + life • is pitched appropriately • 'matches' the child's interests and perceptions • motivates the child • is rich and has clarity • stimulates dialogue, activity or thinking • shares in and enhances the child's activities • can be non-verbal 						STIMULATION Intervention: <ul style="list-style-type: none"> • in a routine way • lacks energy and enthusiasm • does not match child's interest and perceptions • lacks richness + clarity • is confusing • is not pitched appropriately • curtails dialogue, activity, thinking
AUTONOMY Adult: <ul style="list-style-type: none"> • allows child to choose and supports this choice • provides opportunities for experimentation • encourages child initiated ideas and responsibility • respects the child's judgement of quality of finished product • encourages the child to negotiate conflict and rules 						AUTONOMY Adult: <ul style="list-style-type: none"> • gives child no room for choice or experimentation • does not encourage child's ideas • does not give the child responsibility • does not allow child to judge quality of finished product • is authoritarian and dominant • rigidly enforces rules and boundaries, allows no negotiation

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Observer:

Feedback summary

Best bits...

Even better if...

